A Life on the Ocean Wave

A Queensland Maritime Museum Education module addressing multiple-outcomes across Key Learning Areas for Middle Primary students (Level 3)

Key Learning Areas by Strands:

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Society and Environment</td>
<td>Culture and Identity</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Technology</td>
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<td>Materials</td>
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Revision May, 2007
About the Queensland Maritime Museum

Background
The Queensland Maritime Museum was founded in 1971 and is run entirely by volunteers. It is situated on the Brisbane River at the southern end of Southbank Parklands and at the end of the Goodwill Bridge.

The collection is housed in a two storey building that contains a large range of artefacts in three galleries, a new extension and outside displays. The following themes and displays can be found at the museum:

<table>
<thead>
<tr>
<th>Gallery 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Early Navigators Display</td>
</tr>
<tr>
<td>2. Pleasure Boats and Half Models</td>
</tr>
<tr>
<td>3. Handcrafted Sailing Ship Models by John McDonald</td>
</tr>
<tr>
<td>4. Mutiny on the Bounty Display</td>
</tr>
<tr>
<td>5. Queensland Government Vessels Display</td>
</tr>
<tr>
<td>6. Model of the Otranto (Orient/ P and O line)</td>
</tr>
<tr>
<td>7. Mock-up of a Ship’s Bridge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gallery 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. South Brisbane Dry Dock Photograph Display</td>
</tr>
<tr>
<td>9. Navigation Instruments</td>
</tr>
<tr>
<td>10. John Burke Ltd. Queensland Shipping Company Display</td>
</tr>
<tr>
<td>11. Pre-SCUBA Diving Display</td>
</tr>
<tr>
<td>12. Model of the Orion (Orient/ P and O line)</td>
</tr>
<tr>
<td>13. Queensland Shipwreck Map</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gallery 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Mock-up of Ship Cabins</td>
</tr>
<tr>
<td>15. Maritime artefacts</td>
</tr>
<tr>
<td>16. Old Photographs of Brisbane</td>
</tr>
<tr>
<td>17. Sailing Trophies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gallery 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Oil Tankers and cargo shipping</td>
</tr>
</tbody>
</table>

Gallery 3 (Lower Deck)

_A Life on the Ocean Wave_
19. Cape Don Light and Lighthouse displays
20. Rigging and Sail making

**Gallery 4 (Upper Deck)**
21. Packet Boats to Palaces (Passenger Travel)

**Gallery 4 (Lower Deck)**
22. Engines and Motors

**Outside Displays**
23. Battle of the Coral Sea (On HMAS Diamantina)
24. HMAS Diamantina
25. HMAS Forceful
26. Carpentaria Lightship
27. Happy II
28. Engines and guns (in grounds)
29. Penguin
30. Small boats display (in Boat Shed)

**Pre-visit organization**
The Queensland Maritime Museum is open everyday 9.30am—4.30pm (except Christmas Eve to Boxing Day, Good Friday and Anzac morning). Last entry is 3.30pm.

For more information prior to booking a visit make contact with museum staff by:
- Phoning (07) 3844 5361
- Faxing (07) 3846 1945
- Emailing info@maritimemuseum.com.au

To book an excursion to the Queensland Maritime Museum please complete the booking form found on the museum’s website www.maritimemuseum.com.au

**Purpose**
This module provides a complete program of activities that focus on one aspect of the exhibits featured at the Queensland Maritime Museum. It includes activities that can be undertaken prior to a visit to the museum to provide an orientation to the theme; interactive activities conducted at the museum which make use of the primary and secondary sources available and enhance students’ understandings of the theme; and post—visit activities to help students synthesise their understandings.

The theme of this module, *Life on the Ocean Wave* focuses on aspects of life at sea including conditions on board for both the crew and passengers of a ship. At the museum most of the activities are on HMAS Diamantina, a former Royal Australian Navy River-class frigate which is in the Museum’s dry dock.

The module examines the need for rules at sea and thus makes links with Discovering Democracy project materials. It also examines the responsibilities associated with the various roles of people on board a ship, including the changing role of women. It takes students through simulated experiences to assist them to gain a perspective of what life on board a ship entails. During post visit activities the students engage in a Technology design challenge to plan a meal for the crew of HMAS Diamantina and prepare a piece of creative writing in the form of a daily diary reflecting their experiences of living and working conditions on board HMAS Diamantina.
Overview of activities

<table>
<thead>
<tr>
<th>Phases and activities</th>
<th>Core learning outcomes by phase of possible demonstration</th>
<th>Assessment opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-visit:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Life on Board</td>
<td>SOSE SRP 3.4</td>
<td>Interpretation of primary sources</td>
</tr>
<tr>
<td>2. The Three Rs…Rules, Routines and Roles</td>
<td>SOSE TCC 3.5</td>
<td>Interpreting and presenting statistics</td>
</tr>
<tr>
<td>3. The Changing Role of Women in the Navy</td>
<td>SOSE CI 3.5</td>
<td>Constructing a timeline</td>
</tr>
<tr>
<td>4. The Migrant’s Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Before You Go</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>QMM visit:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. In the Galley</td>
<td>SOSE SRP 3.2</td>
<td>Recording information</td>
</tr>
<tr>
<td>2. Living and Working on HMAS Diamantina</td>
<td>SOSE SRP 3.5</td>
<td>Participation in role play</td>
</tr>
<tr>
<td>3. Attention! (Role Play in the Mess)</td>
<td>Technology TP3.1</td>
<td></td>
</tr>
<tr>
<td>4. Making Sails and Tying Knots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Travelling by Sea</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post-visit:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Cooking up a Storm!</td>
<td>SOSE SRP 3.2</td>
<td>Creative writing - Diary</td>
</tr>
<tr>
<td>2. A Day in the Life of…</td>
<td>Technology TP 3.2</td>
<td>Design challenge- Planning a meal for the crew.</td>
</tr>
<tr>
<td>3. KWL Chart</td>
<td>Technology TP 3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology TP 3.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology TP 3.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology MAT 3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology MAT 3.2</td>
<td></td>
</tr>
</tbody>
</table>

Core learning outcomes

The following table outlines the core learning outcomes included in this module. Please note that the outcomes printed in **bold** are the focus learning outcomes for this module, for which it may be possible to gather sufficient evidence to make judgments about student performance.

<table>
<thead>
<tr>
<th>STUDIES OF SOCIETY AND ENVIRONMENT</th>
<th>TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCC 3.5</td>
<td>TP 3.1</td>
</tr>
<tr>
<td>Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.</td>
<td>Students examine knowledge, ideas and data from a range of sources and establish the relevance of this information when meeting design challenges.</td>
</tr>
<tr>
<td>CI 3.5</td>
<td>TP 3.2</td>
</tr>
<tr>
<td>Students explain changing attitudes in different time periods towards gender, race, ethnicity or socioeconomic identities.</td>
<td>Students collaboratively generate design ideas and communicate these using presentations, models and technical terms.</td>
</tr>
<tr>
<td>SRP 3.2</td>
<td>TP 3.3</td>
</tr>
<tr>
<td>Students create a representation of occupational specialisation and interdependence in an industry from the past, present or future.</td>
<td>Students cooperatively develop and follow production procedures to make products that reflect their design ideas.</td>
</tr>
</tbody>
</table>
Planning, teaching and assessing with multiple outcomes across a number of Key Learning Areas

Learning outcomes have a dual role - they inform planning and they provide a framework for assessment. Queensland Maritime Museum modules allow planning for multiple outcomes from more than one Key Learning Area. In such modules, there are a number of things that should be kept in mind in relation to planning and assessment.

Planning

Teachers will choose this module, *A Life on the Ocean Wave*, for a variety of reasons, including students' interests and the availability of resources. However, a number of factors need to be considered in relation to the implementation of this module.

Teachers will need to consider how the outcomes that may be developed and demonstrated in this module relate to the contribution of other modules and activities that form the entire continuum of planning and assessment. Introductory and developmental activities leading to students' demonstrations of the listed learning outcomes may differ depending on whether this module is planned for early Year 4 or mid-Year 5.

The activities in this module are intended to form an integrative set of learnings that may contribute to the demonstration of the core learning outcomes shown in bold in the table on pages 4 and 5. This set of learning outcomes has been selected because they are relevant to the contents and contexts of *A Life on the Ocean Wave*. Different activities in this module may contribute to the development of, and allow for the demonstration of one, or more than one, of this set of selected learning outcomes. Because learners may need multiple opportunities to develop and demonstrate learning outcomes, teachers may need to plan for the inclusion of other learning activities and assessment tasks before feeling confident of making a final judgment on the demonstration of learning outcomes.

Other planning considerations include:
- maintaining the integrity of each learning outcome (i.e. including the 'knowing and the doing with what is known' parts, the associated key concept/s and/or organizing ideas, and other characterising features of a Key Learning Area such as working scientifically, working technologically or the SOSE values);
- determining students' prior learnings related to the knowledge, practices and dispositions associated with the core learning outcomes and scaffolding or modifying the learning activities and assessment tasks accordingly;
- being aware of the sequenced continua of all core learning outcomes and how these can support those students developing and demonstrating learning outcomes at the preceding or successive levels.
• using multiple and varied assessment opportunities and the varying length of time that
different students need to develop and demonstrate each of the selected learning outcomes,
and
• the placement of this module within the overall sequence of the curriculum program.

With these considerations in mind, additional support or extension activities may be required
for some students.

Assessment
In this module, some outcomes have been identified as the focus for demonstration. Activities
derived from these outcomes provide opportunities for judgments of their demonstration.
Typically it could be expected that most students in Years 4 and 5 will demonstrate these
learning outcomes.

Continuous assessment allows for the monitoring of student progress over time. At
appropriate points it may be possible to make judgments about student demonstration of
these outcomes. However, for any individual student, judgments can be made at any time
when the teacher is satisfied that sufficient evidence has been obtained.

In this module there are other outcomes that have been associated with the focus learning
outcomes because of their appropriateness to the context. Assessment derived from these
outcomes is insufficient in itself to provide evidence for judgment. However, judgment about
the demonstration of these outcomes may be possible if enough evidence has been gathered
in previous class work. If not, evidence gathered from this module will contribute to a later
judgment about demonstration of these outcomes.

Other assessment considerations may include:
• offering (or negotiating) different assessment tasks for students who have not yet
demonstrated one of the selected learning outcomes
• addressing individual learning styles
• providing learning support or extension opportunities for particular students, taking into
account the related outcomes at the adjacent levels, or discretionary learning outcomes; and
• adapting the emphasis on certain outcomes, depending on the prior experience of
students and the opportunities they have had to demonstrate the focus outcomes and the
other outcomes associated with this module.

Background information

Terminology
Students will be able to understand these terms in the context of the activities in this module:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Occupational</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>specialisation</td>
<td>Rules</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Primary source</td>
<td>Rules</td>
</tr>
<tr>
<td>Ideation</td>
<td>Procedure</td>
<td>Statistics</td>
</tr>
<tr>
<td>Innovation</td>
<td>Production</td>
<td>Technology</td>
</tr>
<tr>
<td>Investigation</td>
<td>Protocol</td>
<td>Rank</td>
</tr>
<tr>
<td>Jobs</td>
<td>Responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

Length of the module
This module provides a suggested sequence of pre-visit and post-visit activities that support a
set program of activities conducted on an excursion to the Queensland Maritime Museum. In
line with the advice regarding the demonstration of outcomes, teachers may decide that
students require additional pre and post-visit activities to fully demonstrate the outcomes. It is
therefore left to teachers’ discretion the amount of time to be allocated to the pre-visit and
post-visit activities. However, the excursion activities can be completed during a 2 hour visit to the museum.

**Syllabus and cross curricular links**

**The Studies of Society and Environment Years 1-10 Syllabus**
Studies of Society and Environment outcomes are central to this module, as is an understanding of social and environmental inquiries. Teachers should refer to the explanation of the Key Values on page 2 of the syllabus. The values of democratic process and social justice are particularly emphasised in this module, and it is intended that students are assisted to develop an understanding of these values through the activities in the module.

**The Technology Years 1-10 Syllabus**
The Technology Key Learning Area challenges learners to respond to the technology demand of a range of different situations by working technologically. This involves developing products in response to needs, wants or opportunities in many contexts. The context of this module is the working environment of a ship. The module concentrates on the Technology Practice strand which investigates the ways in which people envision and develop products. The students will use investigation, ideation, production and evaluation to understand the importance of considering management and appropriateness in the development of a product. In the context of the design challenge, students will also address outcomes from the Materials strand as they select and use the appropriate resources to create their product.

**Discovering Democracy**
The Discovering Democracy Schools Materials Project (Years 1 – 12) was designed to provide schools and teachers with the resources and professional development support to assist students to become informed, reflective and active citizens in their civic and political communities. The Primary and Secondary kits were produced by Curriculum Corporation and distributed to all schools in 1998. This module makes use of a Middle Primary teaching Unit in the Primary Kit *Rules and Laws*.

**Literacy**
Literacy has been identified as a cross-curricular priority by the Queensland Studies Authority. All teachers have a responsibility to develop literacy outcomes. This module assists teachers towards this end by incorporating literacy outcomes at Level 3 within the learning experiences of the module. For example:

**Code Breaker**
- Spelling the terminology used in the module

**Text Participant**
- Retrieving information from primary and secondary sources

**Text User**
- Using narratives e.g. diaries
- Using procedures e.g. recipe problem solving and navy disciplinary procedures

**Text Analyst**
- Recognising representations of ‘class’ and gender and changes over time in primary sources

For further elaboration of literacy outcomes teachers are referred to the Literacy position paper developed by the QSA which may be downloaded from the website at [http://www.qsa.qld.edu.au/index.html](http://www.qsa.qld.edu.au/index.html).

**Numeracy**
Numeracy has been identified as a cross-curricular priority by the Queensland Studies Authority. All teachers have a responsibility to develop numeracy outcomes. This module assists teachers towards this end by incorporating numeracy outcomes at Level 3 within the learning experiences of the module. For example:

**Number sense**
- Calculating quantities for a recipe
Measurement and data
- Interpreting and presenting data

For greater elaboration of numeracy outcomes teachers are referred to the Numeracy position paper developed by the QSA which may be downloaded from the website at http://www.qsa.qld.edu.au/index.html.

Multiple intelligences
The theory of Multiple Intelligences was developed by Howard Gardner in the 1980s. It was based on considerable research into how parts of the brain process information differently. Gardner theorised that there were eight different ways of knowing or ‘Multiple Intelligences’. The implication for education was that different ways of teaching or different types of activity could switch on the different ways of knowing and therefore knowledge of the theory could help teachers to teach and students to learn. Further information about Multiple Intelligences can be found at http://en.wikipedia.org/wiki/Theory_of_multiple_intelligence

This module aims to incorporate a range of activities that reflect the eight intelligences e.g.:
- Verbal/ Linguistic e.g. writing and interpreting diaries
- Logical/ Mathematical e.g. working with statistics
- Visual/ spatial e.g. labelling and interpreting diagrams
- Body/ Kinaesthetic e.g. role play, tying knots, planning a meal
- Interpersonal e.g. role play
- Intrapersonal e.g. reflection KWL activity.

School authority policies
Teachers need to observe the guidelines of school authority policies that may be relevant to this module. Safety policies are of particular relevance to some activities. It is essential that demonstrations and student activities are conducted according to procedures developed through appropriate risk assessment at the school. Teachers need to consider safety issues related to:
- Excursions
- Cooking

Evaluation of program
After completion of the activities in this module teachers will be able to collect information and make judgments about:
- Teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- Opportunities provided to gather evidence about students’ demonstrations of core learning outcomes
- Future learning opportunities for students who have not yet demonstrated the core learning outcomes
- The extent to which activities matched needs of particular groups of students and reflected equity considerations
- The appropriateness of time allocations for particular activities
- The appropriateness of resources.
# A LIFE ON THE OCEAN WAVE

## Activities

### Phase 1 Pre- excursion Activities

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Life on Board</th>
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</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>This is a motivational activity that uses a primary source (diary extracts from a passenger travelling from England to Australia in 1886) to focus students on what day to day life was like on board a ship at this time.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>• Resource 1: Diary of Mr Sampson Edward Lintern</td>
</tr>
<tr>
<td><strong>Teaching considerations</strong></td>
<td>The primary source selected for this activity was written in 1886. It should be explained to students that some of the words and phrases used are from the diarist’s dialect and the incorrect grammatical construction of sentences is related to the educational level of the person writing the diary – they are not errors in the text. For this reason teachers may decide to read the excerpts to the class.</td>
</tr>
<tr>
<td><strong>Teaching sequence:</strong></td>
<td>• Read Resource 1.</td>
</tr>
<tr>
<td></td>
<td>• Ask students the following questions:</td>
</tr>
<tr>
<td></td>
<td>o What was the name of the ship on which the family were travelling?</td>
</tr>
<tr>
<td></td>
<td>o What were the names of the family?</td>
</tr>
<tr>
<td></td>
<td>o Which crew are mentioned in the diary?</td>
</tr>
<tr>
<td></td>
<td>o In which class section of the ship were they travelling?</td>
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<tr>
<td></td>
<td>o Did the family travel together? Give reasons for your answer.</td>
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<tr>
<td></td>
<td>o How did the passengers entertain themselves during the voyage?</td>
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<td></td>
<td>o What sort of food did they eat? Would you have liked this diet?</td>
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<tr>
<td></td>
<td>o List the names of places mentioned on the journey. (Find the places in an Atlas and trace the journey)</td>
</tr>
<tr>
<td></td>
<td>o What were some of the good things and the bad things that happened on board the ship?</td>
</tr>
<tr>
<td></td>
<td>o Which part of the diary is the most frightening? Most exciting? Most happy? Most sad?</td>
</tr>
<tr>
<td></td>
<td>o How would you feel about being on this journey? Give reasons for your response.</td>
</tr>
</tbody>
</table>

### Gathering evidence about student learning

Some evidence may now have been gathered which may assist in making a judgement on the students’ demonstration of SOSE outcome TCC 3.5. Teachers may gather evidence by focussing on:

- Students’ Interpretation of the primary source
Activity 2  The Three Rs…..Rules, Routines and Roles

Focus
This activity focuses students on three of the aspects of a life at sea that will be explored at the Queensland Maritime Museum i.e. rules, routines and roles. At the end of this activity students will have a deeper understanding of the need for rules on board a ship; they will have a clearer idea of the daily routine for a ship’s crew and will develop a greater understanding of the different types of roles that the crew might need to perform.

Materials
- Discovering Democracy Materials, Middle Primary Units, Rules and Laws, p 37 – 51.
- Resource 2: Daily Sea Routine
- Resource 3: Daily Routine Notes for Teachers
- Resource 4: HMAS Diamantina Crew Role Cards

Teaching considerations
During the distributions of the role cards, it is important to explain to students that when HMAS Diamantina was in operation women did not serve as crew. Today, however women are serving in all of the occupations listed.

Teaching sequence:
- Use the Discovering Democracy Primary Unit 'Rules and Laws' to introduce the need for rules in various life situations. Extend the activities in the unit to brainstorm what rules students think would need to be developed on board a ship. Ask students to explain why each rule might be needed, what consequences there would be for not following these rules.
- Use Resources 2 and 3, to discuss with students the usual daily routine for a ship whilst at sea. Using the information in Resource 3 explain unfamiliar terms and ask students questions relating to different times of the day for particular activities eg eating, cleaning duties, punishment, recreation.
- Explain to students that there are different members of crew on board a ship that have different roles and responsibilities. Distribute Resource 4: HMAS Diamantina Crew Role Cards to students. Students can either choose a role or the roles can be assigned to them. Explain to the students that although they will see information at the museum that applies to all the roles, they will be focusing on one role for collecting information and for the post-visit activity.
- After students read the role cards, ask students to introduce themselves to the rest of the class by telling other students about their roles and responsibilities.

Gathering evidence about student learning
Sufficient evidence may now have been gathered for a judgement to be made on student’s demonstration of SOSE outcome SRP 3.5.
Teachers may gather evidence by focussing on:
- Students’ explanations of the difference between rules and laws
- Students’ descriptions of the qualities of good rules and laws
- Students’ applications the principles of rules and laws to the maritime context

Activity 3  The Changing Role of Women in the Navy

Focus
This activity focuses students on the history of women in the RAN and on the changing roles of women at sea.

Materials
- http://www.gunplot.net/wrans/wrans1.htm
- Resource 5: Chronology of Developments in the Employment of Women in the Navy (Notes for Teachers)

Teaching considerations
Teachers should use the data provided selectively according to the abilities of their students. Note that raw data for the graphs in the form of a datasheet can be viewed by double clicking the graph whilst it is displayed on screen.
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Teaching sequence:
- Using the chronology data provided teachers could select significant events and ask students to produce a timeline.
- Select some of the raw data (by double clicking the graphs) and ask students to produce their own graphs e.g.
  - Line graph of total men and women in the RAN in 5 year periods
  - Simple pie graphs of percentage of men and women for particular years.
- Students can then make interpretations about the changing number and role of women in the RAN.

Gathering evidence about student learning
Sufficient evidence may now have been gathered for a judgement to be made on student’s demonstration of SOSE outcome CI 3.5.
Teachers may gather evidence by focussing on:
- Students’ construction of simple graphs using statistics
- Students’ construction of simple timeline
- Students’ conclusions about changes in attitudes towards women in the RAN

Activity 4 The Migrant’s Experience

Focus
This activity allows students to interpret a primary source (passenger ticket) to find out what conditions were like for a migrant passenger to Australia in 1883.

Materials
- Resource 6: Passengers’ Contract ticket
- Resource 7: Cloze Exercise

Teaching considerations
This is a scanned version of the original passenger ticket. Thus it is a primary source and this terminology could be introduced to students at this stage if desired. Because it is an original the reproduction quality is not perfect and students may need some help in reading the document.

Teaching sequence:
- Distribute Resources 6 and explain to students that this is an example of a primary source in history. Explain that it is a copy of an original Passenger Contract ticket that was issued in 1883.
- Ask students to complete the cloze exercise and questions on Resource 7 by referring to the information on Resource 6.

Gathering evidence about student learning
Some evidence may now have been gathered which may assist in making a judgement on the students’ demonstration of SOSE outcome TCC 3.5.
Teachers may gather evidence by focussing on:
- Students’ Interpretation of the primary source

Activity 5 Before You Go

Focus
This activity concludes the pre-exursion activities by completing the necessary formalities for a visit to the QMM and familiarising students with the excursion activities. It also introduces part of the student evaluation by completing the first parts of a KWL chart.

Materials
- Permission Forms etc
- Resource 8: Excursion booklet
- Resource 9: KWL Chart

Teaching sequence:
- Distribute permission forms and discuss necessary rules/behaviour for excursion.
- Read through Resource 8: Excursion booklet so that students are familiar with the activities they will be doing at the QMM.
- Ask students to complete the first two columns of Resource 9: KWL Chart i.e. ‘What we know’, ‘What we want to find out’. (NB Resource 9 will be used again at the end of the excursion for students to complete the ‘what we learned’ column and thus complete one part of the excursion evaluation.)
Phase 2  QMM Excursion Activities

NB These activities are numbered for ease of reference for teachers. The order in which the activities are completed by students will be determined by the guides at the museum.

<table>
<thead>
<tr>
<th>Activity 1  In the Galley</th>
</tr>
</thead>
</table>
| **Focus**  
This activity focuses students on the space and technology available to provide food for the crew of HMAS Diamantina.  
**Materials**  
- Resource 8: Excursion Booklet (In the Galley) |
| **Teaching considerations/Teaching sequence:**  
Students complete this activity in the galley section of HMAS Diamantina. The information collected by students at this point will assist them to gather sufficient information to complete Activity 1 of the post-visit work. Students should be able to see the layout, appearance of the galley, understand the working conditions and the sort of equipment that was available.  
**Gathering evidence about student learning**  
Some evidence may now have been gathered which may assist in making a judgement on the students’ demonstration of Technology outcome TP 3.1.  
Teachers may gather evidence by focussing on:  
- Students’ recording of information |

<table>
<thead>
<tr>
<th>Activity 2  Living and Working on HMAS Diamantina</th>
</tr>
</thead>
</table>
| **Focus**  
This activity takes students on a tour of HMAS Diamantina to focus on general living conditions and spaces for the crew of the ship. Information from this activity will be used by students to write a diary of their character/role back at school.  
**Materials**  
- Resource 8: Excursion Booklet (Living and working on HMAS Diamantina) |
| **Teaching considerations/Teaching sequence:**  
Students will be taken on a tour of HMAS Diamantina so that they can note the following information relating to their role:  
- Sleeping quarters  
- Eating areas  
- Work spaces  
- Recreation spaces  
- Washing facilities  
- Special rooms for particular roles (captain’s cabin, communications room etc)  
- Equipment they might use  
- Evidence relating to rank (badges etc)  
**Note that students are only required to write down/sketch the information for their own role.**  
**Gathering evidence about student learning**  
Some evidence may now have been gathered towards a judgement to be made on student’s demonstration of SOSE SRP 3.2.  
Possible sources of evidence include:  
- Accurately recording information |
**Activity 3  Attention!!**

**Focus**  
This is an interactive activity that allows students to experience in role some of the rules and disciplinary procedures and protocols that occur on board a ship.  

**Materials**  
- Resource 8: Excursion Booklet (Attention!)  
- Resource 10: Attention! Role Play (Notes for Teachers)

**Teaching considerations / Teaching sequence:**  
This activity will take place in the Seaman's Mess. Students will be using the following props stored in this space:  
- Poster (saluting)  
- Various uniforms and / or props  
- Student script cards  

Teachers should familiarise themselves with Resource 10 which provides the background information for the role play before going to the museum.  

**Gathering evidence about student learning**  
Some evidence may now have been gathered which may assist in making a judgement on the students’ demonstration of SOSE outcomes SRP 3.2 and SRP 3.5. Teachers may gather evidence by focussing on:  
- Students’ participation in the role play  
- Students’ recording of information  

---

**Activity 4  Making Sails and Tying Knots**

**Focus**  
This activity focuses students on other specialised maritime occupations that are featured at the museum.  

**Materials**  
- Resource 8: Excursion Booklet (Making Sails and Tying Knots)  
- Pieces of string for knot tying (provided by Museum staff)

**Teaching considerations / Teaching sequence:**  
This activity takes place Gallery 3 (lower level) at the Sail making and Rigger displays. Students will be noting the roles and tasks of two other maritime occupations that of Sail maker and Rigger.

**Gathering evidence about student learning**  
Some evidence may now have been gathered which may assist in making a judgement on the students’ demonstration of SOSE outcome SRP 3.2. Teachers may gather evidence by focussing on:  
- Students’ participation in the activity  
- Students’ recording of information

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**Activity 5  Travelling by Sea**

**Focus**  
This activity extends students pre-visit activities on conditions on board for a passenger.  

**Materials**  
- Resource 8: Excursion Booklet (Travelling by Sea)

**Teaching considerations / Teaching sequence:**  
This activity takes place in Gallery 3 where there are 2 mock up cabins. The students will be noting the facilities available in the cabins and the technologies that were used to adapt to a life at sea.

**Gathering evidence about student learning**  
Some evidence may now have been gathered which may assist in making a judgement on the students’ demonstration of SOSE outcome TCC 3.5. Teachers may gather evidence by focussing on:  
- Students’ recording of information
### Phase 3  Post-exursion activities

#### Activity 1  Cooking up a Storm!!

**Focus**  
This is a Technology design challenge where students plan to provide a meal for the crew of HMAS Diamantina.

**Materials**  
- Resource 8: Excursion Booklet (In the Galley)
- Other resources as required by the design challenge

**Teaching considerations**  
Assistance with implementing Technology syllabus outcomes, working technologically and design challenges can be found in the Technology Initial In-service Materials at [http://www.qsa.qld.edu.au/yrs1to10/kia/technology/lis.html](http://www.qsa.qld.edu.au/yrs1to10/kia/technology/lis.html)

**Teaching sequence:**  
- Explain to students that they will be engaged in a design challenge to provide a healthy meal for the crew of HMAS Diamantina.
- Remind students that this is a closed design challenge in that there are constraints e.g. the conditions and equipment of HMAS Diamantina’s Galley (examine the diagram and list of equipment available in Resource 8: Excursion Booklet).
- Explain the steps of working technologically to students.

**Gathering evidence about student learning**  
Sufficient evidence may now have been gathered for a judgement to be made on students’ demonstration of Technology outcomes TP 3.2, 3.3, 3.4 and MAT 3.1 and 3.2. Teachers may gather evidence by focussing on:  
- Students’ ability to follow appropriate procedures and guidelines  
- Students’ selecting and justifying decisions for equipment and food choice.

#### Activity 2  A day in the life of…….

**Focus**  
This activity asks students to synthesise their understandings and experiences gained at the museum to write a fictional diary entry for the HMAS Diamantina Crew role that they chose or were assigned.

**Materials**  
- Resource 4: HMAS Diamantina Crew Role cards  
- Resource 8: Excursion Booklet

**Teaching considerations**  
Students may need to supplement their information with further research using print or web resources.

**Teaching sequence:**  
- Ask students to look at the role cards and focus on the role that they chose.
- Students look through the evidence that they collected at the Museum (Resource 8: Excursion Booklet) that gives an insight into the conditions on board for their character and of daily life activities.
- Using this information students write a daily diary/ log entry for their character.
- Students share information by displaying or reading their diary to the rest of the class.

**Gathering evidence about student learning**  
Sufficient evidence may now have been gathered for a judgement to be made on student’s demonstration of SOSE outcomes TCC 3.5 and SRP 3.2. Teachers may gather evidence by focussing on:  
- Students’ selection of relevant information for their role  
- Students’ use of the conventions of the genre
<table>
<thead>
<tr>
<th>Activity 3</th>
<th>KWL Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>This is an evaluation activity whereby students list what they believe they have learned from their visit to the Queensland Maritime Museum</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>• Resource 9: KWL Chart</td>
</tr>
<tr>
<td><strong>Teaching sequence:</strong></td>
<td>• Students complete the final column of the KWL Chart (what we have learned) and discuss their writings with the class.</td>
</tr>
</tbody>
</table>
Resource 1

Extracts from the diary of Mr Sampson Edward Lintern detailing his journey, with his wife and two daughters, migrating by ship from England to Australia (3 June – 24 July 1886).

Saturday June 1886
Went to prayer meeting. After had breakfast large steamer was stationed by Blackwall Pier. Single men went on first, single women next. Married people last, and steamed away to Gravesend where we joined the SS Dacca…….our berths are in the centre of ship and very comfortable. Annie and Martha has a second class cabin. The single women are well off.

Sunday 6 June
Did not sleep sound at night, engine bumped so much and ship rocked round North Foreland. About 12 o’clock noon sighted I [Isle] of Wight and coast of Mainland Hants. and Dorset. They call me Captain of the Mess, a barren honour – get things from the store. Our mess is 10 ½ statute adults, which means 4 married couples, one lad so sick allowed to be with his mother (1 baby), 3 children. Babies has separate allowance.

Saturday 12 June
1am ship rolling dreadful, people frightened, falling sick. All loose things crashing about between decks making a horrid din rendering sleep impossible. Got breakfast and came up
on deck. Emma and a lady friend, Mrs. Charge, with her baby and little boy seated on chairs, while going to see the cause of a child’s scream, was thrown like a lightning flash against bulwarks. Emma and her friend was thrown on the decks but gallantly rescued by black sailors. Saw Tunisian coast, rugged mountains.

Monday 14 June
We are steaming away beautifully, lovely weather below Greece but no land to be seen nor any seen all day. All passengers well. One steamer seen. We get fairly good food, plenty of bread, butter, molasses, jam, cheese, pickles, preserved meat, potatoes, plum pudding.

Tuesday 15 June
Very hot all day, perspiration rolling down my face and body. Head aches. 7pm all right again. The evening was cool. 8pm a concert given by First Class passengers, Doctor, crew and emigrants. The Germans on board sang Watch on the Rhine in German. The Doctor who is a versatile man sang 3 songs. We saw Annie and Martha at concert. They was very pleased to be with us. It was so cool many stayed up on deck till late. We went to bed at night. Very hot in our bunks.

Saturday 19 June
Travelling away through the Gulf of Suez, getting intensely hot people
begin to flag with the heat. No air seem to be blowing. Sickness begins to be prevalent. People cannot eat the diet. Thermometer in our berths 99°F. I with many others sleep on deck in my trousers. Had our boxes up from below, those wanted on the voyage.

**Sunday 20 June**
Still getting hotter. Got out into the Red Sea. Service on saloon deck. Annie and Martha was there. We also spent an hour together in afternoon. Oh, the heat. There has been a birth on board.

**Monday 21 June**
Red Sea – it ought to be called the Fiery Sea. Although the ship has an awning the sun seem to strike right through on your head and the sky seems all mist. The air breathed deadly. It is dark about half 7 and at night it is hotter than day. I have woke up in the night with as it seems hot winds passing over the ship just like taking your breath away. Thermometer over 100°F – even that do not represent the deadly heat.

**Tuesday 22 June**
Shall be glad to leave the Red Sea. Our children are getting on nicely. They have a second cabin together with two Scotch girls. Annie and Martha assists the Schoolmaster in school on board but there has been no school lately. We have lost by death one woman that gave birth to child. The
child alive. Two men by sunstroke and one baby in the Red Sea.

**Thursday 24 June**
Another man died with the heat, a big strong Irishman, also a baby. Great depression prevalent. A great swell taking place. The ship rocking from side to side, people beginning to feel sick. There are 4 women in our mess. Emma has met with an accident – inhaling liquid smelling salts she got it down her throat, burning it. The other women are down with sea sickness.

**Friday 25 June**
The ship is right in the Monsoons, rocking fearfully right from side to side. The water coming over the bulwarks, it is a continuous wind, everything moveable floats about causing a horrible din. At night it is unearthly. You have to steady yourself by your elbows. Nearly everyone is sick, but the heat is not so oppressive. It is down below we feel it, between decks. Nobody can eat, but that is not bad as people eat too much in a hot climate.

**Tuesday 29 June**
Some more of our babies look poorly but it is better weather now. Hope our troubles will cease. The ship is sailing smoothly, waters looking beautifully blue. We have various
performers. The Fife and Drum band came over and gave us a tune or two. You must know the girls are in the aft part of the ship, our quarters then come, the saloon or 1st Class, in centre, and single men next. Married people under Forecastle, chiefly Germans.

**Wednesday 30 June**
Still sailing along to all intents quiet when a Hurricane arose and split most of the sails to ribbons. There was to be a grand concert in the evening, it was put off......

**Friday 2 July**
We crossed the Equator. We shall be getting into colder latitudes presently. saw a ship and signalled. Long weary time crossing this Indian Ocean. Being disabled with my feet I while the time away with reading. The School master and ships’ Carpenter spend an hour with me of an evening. Of course there is plenty to talk to if you felt inclined.

**Thursday 15 July**
Getting calmer, sailing through Torres Straits. Sighted Australia. Last three days only went about 200 miles a day; it could have went 320 if the ocean and winds had been favourable. The Gulf is generally rough they say.

**Thursday 22 July**
Arrived at Rockhampton half 5 pm. Had about 100 tons cargo and 40 emigrants to unload. Keppel Bay is a fine harbour. One of the black sailors caught a young shark with its murderous looking mouth. The climate is beautiful here. They was unloading all night. Started at 12 pm for Brisbane, hope to be there on Saturday. Martha had a nice Atlas and other books presented to her for teaching in school. She stood to it well. They say that she is the life of the single girls department.

**Saturday 24 July**
Arrived in Brisbane.
EXAMPLE OF
DAILY SEA ROUTINE

(Times marked * are to be reported to the Commander.)

0340 Call morning watchmen.
0350 Morning watchmen to muster.
0505 Call men under punishment.
0515 Call duty R.P.O., disciplinary petty officer and bugler.
0530 Call the hands (stand fast middle watchmen); lash up and stow hammocks; men under punishment to muster.
0535 Cooks to the galley for cocoa.
0545 Morning watchmen to muster; sweep down decks, place washdeck gear.
*0550 "G."
0555 Out pipes.
0600 Hands fall in; clean ship.
0630 Up guard and stearage hammocks; open water-tight openings (as ordered by O.O.W.).
*0650 Cooks to the galley; watchkeepers of forenoon watch to breakfast and clean.
0700 Hands to breakfast and clean; clean messdeck brightwork.
0735 Out pipes; seaboat’s crew and lowerers of forenoon watch to muster.
0800 Both watches for exercise, stand fast cooks and sweepers; hands to brightwork stations; clean messdecks and flats.
0820 Commander’s requestmen and defaulters.
0835 Quarters clean guns.
*0855 "G"; return rags; morning watchmen out pipes
0900 Both watches of the hands, or Divisions.
1030 Stand easy.
1040 Out pipes, hands carry on with work.
1100 Up spirits.
1130 Watchkeepers of the afternoon watch to dinner.
*1150 Cooks to the galley; grog call.
1200 Hands to dinner.
1225 Seaboat’s crew and lowerers of afternoon watch to muster.
1230 Men under punishment to muster (1315 on make-and-mend days).
1305 "G."
1310 Out pipes.
1315 Both watches of the hands fall in; stand fast watchkeepers of the forenoon watch.
1345 Watchkeepers of the forenoon watch to muster.
1430 Stand easy.
1440 Out pipes, hands carry on with work.
1530 First dog-watchmen to tea (make-and-mend days, men under punishment secure).
*1540 Clear up decks (make-and-mend days, both watches fall in).
1600 Hands to tea or evening quarters; clean into night clothing.
1630 Men under punishment to muster.
1820 Cooks to the galley.
1830 Hands to supper; men under punishment secure.
1935 First watchmen to muster.
2015 Watch fall in; duty part clear up decks, non-duty part close water-tight openings; cooks and sweepers clear up mess decks and flats for rounds.
*2040 Men under punishment to muster.
2045 Rounds; boys turn in.
2130 Pipe down; seaboat’s crew and lowerers unrig cinema.
2200 Chief and petty officers pipe down.
2340 Call middle watchmen.
2350 Middle watchmen to muster.

Source: Manual of Seamanship Volume 1, 1951, Her Majesty’s Stationery Office, p 74
Introduction

- Resource 2 shows an excerpt from the *Manual of Seamanship Volume 1, 1951* of a typical Sea Routine. There is also a Harbour Routine and different routines for Sundays.
- Routines vary from ship to ship, for home and foreign stations and for winter and summer.
- The principles on which this routine is based were governed by the *Queen’s Regulations and Admiralty Instructions* (now called *Defence Instructions* –Navy)
- The day is divided into 3 main periods:
  - 0535 – 0900: hands (crew) are called and the ship is cleaned ready for work.
  - 0900 – 1600: maintenance and repair of ship, armaments and equipment, training and instruction of crew
  - 1600 – 2200: leisure, recreation and shore leave, ship and equipment prepared for the night.
- In the tropics the day starts earlier and ‘pipe down’ occurs when the hands go to dinner.

Time and Watches

- Uses 24 hour clock.
- The day is divided into 7 periods called watches.

<table>
<thead>
<tr>
<th>Name of Watch</th>
<th>Duration in Naval Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td>0000 to 0400</td>
</tr>
<tr>
<td>Morning</td>
<td>0400 to 0800</td>
</tr>
<tr>
<td>Forenoon</td>
<td>0800 to 1200</td>
</tr>
<tr>
<td>Afternoon</td>
<td>1200 to 1600</td>
</tr>
<tr>
<td>First Dog</td>
<td>1600 to 1800</td>
</tr>
<tr>
<td>Last Dog</td>
<td>1800 to 2000</td>
</tr>
<tr>
<td>First</td>
<td>2000 to 2400</td>
</tr>
</tbody>
</table>

Piping and Boatswain’s call

Piping is the naval method of passing orders and is done using the Boatswain’s call (the pipe itself). More information including demonstrations of pipes can be found at [http://www.gunplot.net/seamanship/bosunscall.html](http://www.gunplot.net/seamanship/bosunscall.html).
**Ship’s bell**
The time during watches is indicated by striking the ship’s bell except during the silent hours – the period of the night watches after ‘pipe down’.

<table>
<thead>
<tr>
<th>Time Duration</th>
<th>Bells</th>
</tr>
</thead>
<tbody>
<tr>
<td>First half-hour</td>
<td>One</td>
</tr>
<tr>
<td>First hour</td>
<td>Two</td>
</tr>
<tr>
<td>First hour and a half</td>
<td>Three</td>
</tr>
<tr>
<td>Second hour</td>
<td>Four</td>
</tr>
<tr>
<td>Second hour and a half</td>
<td>Five</td>
</tr>
<tr>
<td>Third hour</td>
<td>Six</td>
</tr>
<tr>
<td>Third hour and a half</td>
<td>Seven</td>
</tr>
<tr>
<td>Fourth hour</td>
<td>Eight</td>
</tr>
</tbody>
</table>

**Other terms**
- **Make and mend**: a half-holiday set aside usually on Thursdays for crew to repair and replace kit. In the old days few articles of clothing were supplied and most were usually made by the crew themselves.
- **OOW**: Officer of the Watch
- **RPO**: Regulating Petty Officer who is responsible for discipline for that day.
- **Commander’s requestmen and defaulters**: scheduled time of the day set aside for the commanding officer to see the crew who are making requests e.g. for promotion, and to act as judge for crew who are to be disciplined.
- **Pipe down**: signal for the hands to stand down and lights out. Also denotes the start of silent hours (see Ship’s Bell).
- **“G”:** The note G which is played when sounding the ‘still’ – a pipe which is used for calling the attention of the hands (for a demonstration see [http://www.gunplot.net/seamanship/bosunscall.html](http://www.gunplot.net/seamanship/bosunscall.html))
- **Muster**: Calling together the ship’s company for a parade or inspection.
- **Grog call**: This refers to the issue of alcohol rations. In 1740 Admiral Vernon (whose nickname was “Old Grog” because he wore a cloak made of a type of material called Grogram) introduced the watering-down of the sailors’ rum. From then on the watered rum was called ‘Grog’.
Resource 4

HMAS Diamantina Crew role cards (cut out and distribute to students)

Captain

Your rank is Commander, which means that you have been in the Navy for at least 15 years. You will also have had at least 3 years at the Australian Defence Force Academy gaining a University Degree, and have completed many courses throughout your career. You will have been a specialist warfare officer and will have been on a ship many times previously. Prior to being the Captain of the ship you must have first been the Executive Officer (second in command) of a ship to gain experience. As the Commanding Officer (CO) you are responsible for the safety of the ship and her crew. You make the final decisions on how operations will be carried out and how the ship will fight and win at sea in time of conflict.

Your tasks may include:
- Monitoring the safety of all the crew
- Being responsible for the safe navigation of the ship to make sure it doesn’t run aground or collide with another ship
- Being responsible for all of the activities in the ship
- Giving direction to the officers on what tasks have priority and how they are to be carried out
- Acting as judge for requests and discipline.

The nickname for your role is The Charlie Oscar! (CO)

Medic

Your rank is Petty Officer which means that you have been in the Navy for at least 5 years. You have also been through 33 weeks specialist training for your role.

As Medic you are responsible for the medical care and hygiene of the ships’ company. Your tasks may include:
- Looking after patient care and welfare
- Performing first aid and emergency medical care
- Looking after surgical wounds
- Looking after patients before they go to a hospital
- Monitoring the overall standard of hygiene on board ship
- Looking after medical stores and equipment
- Looking after medical records and forms

The nickname for your role is Sick Bay Tiffy!
**Steward**

Your rank is Leading Seaman Steward which means that you have been in the Navy for at least 6 years.

As Steward you are responsible for the efficient running of the Officer’s Mess (also called the Wardroom). It is mainly a hospitality role and your tasks may include:

- Greeting and looking after guests
- Waiting on tables
- Planning functions and events
- Serving at the bar
- Looking after storage and stocktaking
- Preparing food
- Taking care of an Officer’s cabin
- Acting as a valet to a senior officer
- Running the ship’s canteen
- Doing the accounts

The nickname for your role is Beagle!

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**Cook**

Your rank is Able Seaman which means that you have been in the Navy for only 12 months.

As Cook you are responsible for the preparation of food for the ship. Your tasks may include:

- Calculating the volume and type of food required for the ship’s company
- Ordering the stock to meet these requirements
- Handling the budget
- Using and maintaining the galley’s equipment
- Planning menus
- Preparing all types of food including meat, bread, cakes, pastries, sauces, vegetables and sweets.

The nickname for your role is Chefie!
Bosun’s Mate

Your rank is Able Seaman which means that you have been in the Navy only 12 months.

As Bosun’s Mate you are responsible for boarding operations, small arms and weapons and general seamanship. Your tasks may include:

- Maintaining rifles, pistols and machine guns
- Tying knots
- Rope work
- Working with wires, anchors and small boats
- Maintaining the paintwork of the ship
- Being one of the ship’s gunners and in boarding parties
- General seamanship and boat driving

The nickname for your role is Dibbie! (Which comes from ’dibbing and dabbing’ with the paint).

Radio Operator

Your rank is Able Seaman which means that you have been in the Navy at least 2 years.

As Radio Operator you are in a classified role and you are responsible for the information going in and out of the ship. Your tasks may include:

- Operating the communications equipment
- Sending and receiving messages by radio telephone, radio, Morse code, and semaphore.
- Maintaining the security of information
- Maintaining the equipment such as signal projectors, lights, flags and radios

You are also a member of the bridge and operations room teams and you advise on ship’s commands of manoeuvring and warfare instructions. You may form part of boarding parties.

The nickname for your role is Sparker!
### Engineer

Your rank is Lieutenant Commander and you have been in the Navy at least 10 years. You are an Officer with a 4 year University degree in Engineering gained at the Australian Defence Force Academy.

As Engineer you are the technical authority on board ship responsible for the ship’s structures, propulsion systems, electricity generation and mechanical services. Your tasks may include:

- Maintaining the main and secondary machinery and engines
- Maintaining the hydraulic systems, refrigeration and ventilation systems
- Generating electrical power
- Maintaining the desalination machinery (for making fresh water out of salt water)

The nickname for your role is Engines!

### Chief Stoker

Your rank is Chief Petty Officer which means that you have been in the Navy for at least 15 years.

As Chief Stoker you are a technician responsible for the operation and maintenance of various machinery and systems on board for example:

- Main propulsion - gas turbine
- Monitoring systems
- Electrical power generation and distribution including high power (440 Volts), domestic power (110 – 240 Volts) and low voltage (24 Volts and below).
- Ventilation systems
- Hull structures and fittings
- Ship’s boats

The nickname for your role is Chief Tiffy!
Signalman

Your rank is Able Seaman which means that you have been in the Navy at least 2 years. You will also have had at least 30 weeks specialist training for your role. As the signals yeoman you are responsible for transmitting communications and message by flag and light using Morse code from the bridge to other ships. You are the person who reads messages from other ships and informs the captain of what other ships are doing. Your tasks may include:

- Learning to read (listen and sight) Morse code at better than 20 words a minute
- Listening on a radio for messages
- Using semaphore flags to send messages
- Using an Aldis Lamp to send messages by light
- Use the ship’s flags to hoist messages up and down the mast so that other ships can read the message of the flags. This way all ships can understand which way they are going to turn and what speed they should all be at. This is how warships avoid colliding with each other.

The nickname for your role is Flags!

Coxswain

Your rank is Chief Petty Officer, which means that you have been in the Navy for at least 15 years. You will also have had at least 50 weeks specialist training for your role. As the Coxswain you are the ship’s ‘police officer’ and are responsible for the maintenance of good order, regularity and discipline throughout the ship. You are also the Whole Ship Coordinator and are responsible for the daily organisation of the ship and the routines that the crew works to. Your tasks may include:

- Investigating offences under the Defence Force Discipline Act
- Laying charges against sailors
- Acting as the prosecutor at 'Defaulters' (on-board court session)
- Administering punishment routines
- Controlling the movement of the crew and the daily routines of the ship
- Making the 'Watchbills' (rosters)
- Making sure of the security of the ship and the crew
- Administering customs clearances and travel for the crew
- Being the specialist helmsman of the ship

The nickname for your role is Swain!
Resource 5

Chronology of Developments in the Employment of Women in the Navy (Notes for Teachers)

1941
A shortage of males led to the formation of Women’s Services:
- Australian Women’s Army Service (AWAS)
- Women’s Royal Australian Naval Service (WRANS)
- Women’s Australian Auxiliary Air Force (WAAAF).
24,082 women served in the AWAS and almost four hundred served overseas, primarily in New Guinea in 1945. 3,122 women volunteers served in the WRANS. Just over 26,704 women volunteers served in the WAAAF in 12 per cent of all RAAF positions. All three services were disbanded at the end of WWII.

1942
Royal Australian Naval Nursing Service (RANNS) was formed in October.

1946
WRANS disbanded.

1948
30 June the Royal Australian Naval Nursing Service (RANNS) was disbanded.

1950
WRANS were reformed due to Australia’s commitment to the Korean War.

1959
Permanent status was granted to the WRANS but it continued as a small and restricted service. Members of the WRANS could not serve at sea.

1964
Royal Australian Naval Nursing Service (RANNS) was re-formed in November.

1969
Women were allowed to remain in service following marriage.

1974
Pregnancy did not automatically mean discharge.

1975
A recommendation was passed that women should be permitted to serve on active service but not in combat roles. Many non-traditional areas were opened to women, including engineering cadetships and radio technician.

1978
Equal pay for women was granted in WRANS.

1980
First female Officers embarked on short familiarisation cruiser in HMAS Jervis Bay. The separate WRANS rank insignias were abolished and the rank structure of the RAN was adopted.

1984
All women who joined the Navy from September 1984 were informed that they would be liable for sea service. Sex Discrimination Act allowed the Navy not to employ women in combat and combat-related positions. First female Officers were permitted to complete full training courses in HMAS Jervis Bay.

1985
On 7 June the Women’s Royal Australian Navy Service Regulations were repealed and separate Women’s Services abolished, and women personnel were integrated into the RAN. Consequently the
Royal Australian Naval Nursing Service (RANNS) was also abolished and replaced with the Nursing Branch.
First female Naval Officers and female sailors-permitted to serve in seagoing billets.

1988
Navy appointed the first female Commanding Officer.

1990
Chief of the Naval Staff agreed to allow women to serve in combat related positions and in all ships in peacetime except submarines.
Navy females on ships deploying to the Gulf would remain onboard.

1991
Navy abolished the term WRAN from the female ranks.
Chief of the Naval Staff agreed that women could serve in Collins class submarines.

1992
Review of the Employment of Women in Combat and Combat-Related Positions submitted to Chiefs of Staff Committee. In December the Government announced that women could serve in all positions other than a limited number of types of units, opening up 87 per cent of the Australian Defence Force to women in competition with males.

1998
RAN commenced training women for service in submarines.

Source: Adapted from Defence Equity Organisation, *Chronology of Women in the Australian Defence Force* issued 1/10/99.
Women in the Royal Australian Navy

Please double click on graph for numbers
Total Men and Women in the Ran

Please double click on graph for numbers

Queensland Maritime Museum Education Module

Resource 6

A Life on the Ocean Wave

Berth No. 81

SEE OTHER SIDE.

PASSENGERS' CONTRACT TICKET.

1. A Contract Ticket in this form must be given to every Passenger entering a Passage from the United Kingdom to any place out of Europe, and not being within the Mediterranean Sea.

2. The name and date of the Voyage must be printed in the body of the Ticket.

3. All the Blocks must be correctly filled in, and the Ticket must be handy.

Ship "Majestic" 2,500 Tons Register, to take in passengers at 

Portsmouth in the 28 day of June 1883 for QUEENSLAND.

Engraving that the person named in the margin hereof shall be provided with a STAGE PASS, and shall be landed at Maryborough in QUEENSLAND, in the Ship "Majestic" with not less than Ten Cubic Feet for Luggage for each Stated Adult, and shall be discharged during the Voyage and the time of detention at any place before its termination, according to the subjoined scale, for the sum of £1 0 0, including Government dues before Embarkation, and River Money, if any, at the place of landing and every other charge, except Freight for excess of Luggage beyond the quantity above specified, and hereby acknowledge that I have received the sum of £1 0 0.

The following quantities, at least, of Water andProvisions (to be issued daily), will be supplied by the Master of the Ship as required by law, viz.:

- To each adult adult 2 qts. of Water, daily.
- 1 lb. fresh meat, 1 lb. of Bread or Biscuit, not inferior in quality to navy biscuit.
- 2 lb. of Waxed Flour, 1 lb. of Oatmeal, 1 lb. of Rice, 1 lb. of Tea, 1 lb. of Sugar, 2 oz. Salt, 1 oz. Black or White Pepper, ground, 1 lb. of Vinegar, 6 lbs. Lard, 1 lb. of Cheese (when the ship shall be within the tropics, during the other portions of the voyage the issue of Lard and Cheese shall be at the discretion of the Medical Practitioner on board), 1 lb. of Preserved Meat, 6 oz. Salt, 8 oz. Bacon, 4 oz. Butter.

The proportion at the following rates, may, at the option of the Master of any Passenger Ship, be made in the above Dietary Scale, that is to say:

- 1 lb. of Preserved Meat, for 1 lb. of Salt Pork or Beef; 1 lb. of Flour of Bread or Biscuit, or 1 lb. of Beef or Pork, for 1 lb. of Oatmeal, or 1 lb. of Rice or 1 lb. of Fish, or 1 lb. of Tea, 1 lb. of Oil, or 1 lb. of Pork, or 1 lb. of Soft Bread, baked on board, in lieu of 1 lb. of Flour, or of 1 lb. of Biscuit, or of 1 lb. of Oatmeal, or of 1 lb. of Rice, or of 1 lb. of Pork, or 1 lb. of Rice for 1 lb. of Oatmeal, or rice for:
- 1 lb. of Preserved Potatoes for 1 lb. of Potatoes; 10 oz. of Carrots for 8 oz. of Beans, 20 oz. of Cocoa or Coffee roasted and ground, for 4 oz. of Tea; 1 lb. of Sugar; 1 lb. of Mixed Pickles for 1 lb. of Vinegar.

N.B.---Mere Beans and Pickles to be provided by the Passengers.

On behalf of the "Majestic".

Total £ 1 0 0

NOTICES TO PASSENGERS.

1. If Passengers through no default of their own are not received on board on the day named in their Contract Ticket, or fail to obtain a Passage in the Ship, they should apply to the Government Immigration Officer at the Port, who will assist them in making entries under the Passenger's Act.

2. Passengers should carefully keep this part of their Contract Ticket until after the end of the Voyage.

3. This Contract Ticket is subject to stamp duty.

LONDON, 8-2-1883

A Life on the Ocean Wave

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Queensland Maritime Museum Education Module

A Life on the Ocean Wave

**NOTICE**

which may be had about once every fortnight.

**LUGGAGE.**

deposit is made.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<td>12/15</td>
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<td>12/18</td>
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</table>

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**STEERAGE DIETARY SCALE.**
Resource 7

Study Resource 5 (Passenger Contract Ticket) carefully and complete the following paragraphs:

Thomas ____________ was only ____________ years old when he left ____________ in the United Kingdom for Queensland on _______________18__. The name of the ship on which he travelled was the _________________. The ticket top shows he was a _______________ migrant and his ____________ class passage cost £_____. He was given Berth Number ____________. He had to provide his own _______________ and _______________. He was allowed ____________ luggage, some of which was to be packed in ________________ to be stowed away. The items that he needed daily were to be packed in ____________.

Each week of the journey Tom received at least _____________ of pork and ____________ of peas. __________ ounces of rice were served on ______________ and ____________. Drinks during the voyage included ____________, __________ and ____________. To make the food taste a bit more interesting Tom was given ______. ______, ______, and _______. For health reasons ______ juice was provided in the tropics and at other times could be prescribed by the doctor because it was a valuable source of Vitamin C.

When Tom arrived in Australia he left the ship at ____________ in Queensland.
A Life on the Ocean Wave

Excursion to the Queensland Maritime Museum

Name

Date
In the Galley

Read the following story from Neville ‘Nobby’ Clarke - a baker on board the HMAS Diamantina in the early 1970s. See if you can find some of the things he mentions in his account.

….supplies were taken on board – Swan beer (first) then meat, frozen vegetables etc. all were put in the cool room and cold room respectively. The fresh vegetables consisted of 50 kg bags of potatoes and bags of carrots, wooden crates of cabbages, fruit, and salad vegetables. These were stowed aft of the galley on the port side by the stack in a caged vegetable locker…….

I would like to take some time now to explain about the galley – my part of the ship. First, the lighting of the oil fired range. (You had to have a stokers’ ticket – well almost!) half a dozen sheets of greaseproof paper were rammed into the firebox with the aid of a butcher’s steel, a little fuel via the sprayer, a sheet of paper rolled into a taper, then lit and rammed into the firebox, turn on the air fan, add a little more fuel, and hope for the best! The Charley Noble went from the range then out aft of the galley and to the main stack.

There were two baker’s ovens, one above the other. They were brick lined on the bottom and electrically operated. There were fifteen bread tins per oven, a batch of thirty loaves at a time. Two batches were proved and kneaded then made to produce sixty loaves – the daily requirement. All this was done by hand. Sweets, pastries and cakes were also the baker’s job. This work was carried out from 2200 to 0400 hours and you were required to help serve the midday meal, the duff mainly- you made it, you take the flak, if any.

Two steam chests stood on the port side next to the range and one steam copper (cauldron) was brought to the boil by 100psi steam pressure. The pressure gauge was on the port side above the sinks.

In your own language, where were the fruit and vegetables stored?

___________________________________________________________

___________________________________________________________

Was it easy to light the range? Why do you think so?

___________________________________________________________

___________________________________________________________

What do you think the term ‘Charley Noble” means?

___________________________________________________________
On the sketch label the following equipment:

- Bain Marie
- Fryer
- Sink
- Baker's ovens
- Pot keepers
- Stove
- Bench
- Pressure cooker
- Urn

**HMAS Diamantina Galley**
Match the following SCRAN (navy slang for food) with the proper name.

<table>
<thead>
<tr>
<th>Train smash</th>
<th>Milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangers</td>
<td>Baked beans</td>
</tr>
<tr>
<td>Tiddy oggies</td>
<td>Pies</td>
</tr>
<tr>
<td>Moo</td>
<td>Cereals</td>
</tr>
<tr>
<td>Soggies</td>
<td>Sausages</td>
</tr>
<tr>
<td>Yippee beans</td>
<td>Stewed tomatoes</td>
</tr>
<tr>
<td>Maggot bags</td>
<td>Porridge</td>
</tr>
<tr>
<td>Kai</td>
<td>Pasties</td>
</tr>
<tr>
<td>Burgo</td>
<td>Cocoa</td>
</tr>
</tbody>
</table>

One of the rules on board a ship is that Cooks in the Galley have to wear a hat. Why do you think this is so? Do you think this is a good rule?
Living and working on HMAS *Diamantina*

Whilst you are touring HMAS *Diamantina* note down the evidence to help you research your role on board ship.

**My role is:**

- Sketch evidence of rank
- Sketch/ Describe uniform

**Where do you sleep?**

- What are the Dimensions?
- Describe the space/ facilities
### Where do you work?

| What are the Dimensions? | Describe the space/equipment |

### Where do you eat?

| What are the Dimensions? | Describe the space/facilities |

### What other facilities would you use? (E.g. washing, recreation)

### Is there any other interesting information relating to your role?
Attention!!!

Study the poster on saluting. Which of the following statements are true (T) and which are False (F)?

☐ You must salute when in the presence of the Queen or the Governor General of Australia.

☐ You must salute every time you meet a Senior Officer on board a ship.

☐ You do not have to salute if you are carrying something using both hands.

☐ You must salute when boarding a ship.

☐ You may salute with your left hand if you are left handed.

☐ You do not have to salute superior officers in the Army.

☐ You must salute during a gun salute.

☐ You must salute visiting Heads of State.

☐ You must salute when reporting to a senior officer and when you finish reporting.

After the role play write down some phrases or words in the box below to describe how you felt in your role.
Travelling by Sea
Are these two cabins the same class? How can you tell?

What innovations can you see in the cabins, which have been introduced for life at sea?

Given the space restrictions in the cabin make a list of the clothes you would pack in the cabin trunk for a 6 week journey from England to Australia.
Making Sails and Tying Knots

Look carefully at the display of Sail making and Riggers and try to work out what they do and how they do it...then complete the table:

<table>
<thead>
<tr>
<th>Sail maker</th>
<th>Rigger</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do they do?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What materials do they work with?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What equipment do they use?</strong></td>
<td></td>
</tr>
</tbody>
</table>

Look at the display of Knot Tying. What are the three types?

☐ __ __ __ __ __

☐ __ __ __ __ __

☐ __ __ __ __ __

☐ __ __ __ __ __
Using the rope provided practice tying one of each. Look at the diagrams below if you need more help and give yourself a tick when you think you have made a good job!!

Source: Manual of Seamanship Volume 1, 1951, Her Majesty’s Stationery Office
Resource 9

KWL Chart

<table>
<thead>
<tr>
<th>What we Know</th>
<th>What we Want to find out</th>
<th>What we Learned</th>
</tr>
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<tbody>
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A Life on the Ocean Wave
Attention! Role Play (Notes for Teachers)

Background
This role play is based around the protocol and proceedings of Captain’s Requestmen and Defaulters as shown in Resource 2: Daily Sea Routine. Requestmen is when ship’s company appear before the Commanding Officer to make requests such as for leave or promotions and Defaulters is when ship’s company appear before the Commanding Officer for disciplinary matters. Captain’s Requestmen and Defaulters is governed by specific procedures and protocol which guide this activity.

The role play space will be set out as shown below:

<table>
<thead>
<tr>
<th>OFFICER CONDUCTING THE COURT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorder</td>
</tr>
<tr>
<td>Witness</td>
</tr>
<tr>
<td>Prosecutor</td>
</tr>
<tr>
<td>Accused and Defending Officer Escort</td>
</tr>
</tbody>
</table>

The players
Captain
The Captain as Commanding Officer runs the session and makes decisions on requests and punishments.

Coxswain
The Coxswain acts as the Prosecutor for defaulters.

Engineer
The Engineer acts as the Defending Officer in the first case - the charge of Absent from Post against the Bosun’s Mate and as a witness in the second case – the charge of disobeying an order against the Cook.

Bosun’s mate
The accused in the first case – charged with being absent from post.

Chief Stoker
As Chief Petty Officer, makes applications for requests (e.g. leave and promotions) to the Captain and is the witness in the first case – the charge of absent from post.
Cook
The accused in the second case -charged with disobeying an order from the Leading Seaman Steward.

Leading Seaman Steward
Brings the charge of disobeying an order against the Able Seaman Cook in the second case.

Radio Operator
Applies for shore leave to visit his/her mother in Hospital and is the witness in the second case - charge of disobeying an order.

Medic
The accused in the third case - charged with being absent without leave (AWOL) for being late back from shore leave.

Signalman
Acts as the court recorder and applies for a promotion to Leading Seaman.

Setting the Scene (to be read by the teacher)
It is 0820 on (insert current date) and the Captain of HMAS Diamantina is about to conduct the usual session of requestmen and defaulters that is set out in the daily sea routine. There are two requests to be brought to the attention of the Captain, The Radio Operator wishes to apply for 2 day’s leave at the next port of call to visit his/her mother who is in Hospital. The Signalman is applying for a promotion to the rank of Leading Seaman. There are also three defaulters cases to judge:

- The first case is against the Bosun’s mate who is charged with being absent from his/her post.
- The second case is against the Cook who is charged with disobeying an order given by the Leading Seaman Steward and
- The third case is against the medic who is charged with being Absent without leave.

The Prosecutor is the Coxswain who will now take his/her place at the prosecutor’s table.

The Recorder is the Signalman who will now take his/her place at the recorder’s table.

The Defending Officer for the first case is the Engineer who will now take his/her place at the defence table.

The Captain will now enter and take his/her place and the assembled crew will salute the Captain.
Support material and references

**Curriculum documents**

**Other print**

**Websites**
National Centre for History Education [http://www.hyperhistory.org/](http://www.hyperhistory.org/)

**Acknowledgements**
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